

## Training and Scoring

### Alaska Alternate Assessment

#### **Supporting Documentation**

The following pages include supporting documents for the training and scoring of the Alternate Assessment:

1. Qualified Assessor, Qualified Mentor-Trainer Qualification Sequence
2. Scoring Protocol Review Sheet (Used by the test vendor to evaluate scoring protocols for the mentors-in-training, and by Qualified Mentor Trainers when evaluating their protégés and district personnel.
3. Alternate Assessment Test Security and Online Test Security
4. Alternate Assessment Test Security Agreement for Testing Personnel, Qualified Assessors, and Qualified Mentor-Trainers
5. Alternate Assessment District Implementation Plan

<b>Qualified Assessor, Qualified Mentor/Trainer Qualification Sequence</b>	
<b><i>Qualified Assessor</i></b>	<b>Qualification Checklist for <i>Qualified Assessors</i></b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Complete <i>Qualified Assessor</i> training.</li> <li><input type="checkbox"/> Complete and attain proficiency in all required online training (content and test administration).</li> <li><input type="checkbox"/> Sign Test Security Agreement. File with District Test Coordinators.</li> <li><input type="checkbox"/> Administer all content area Practice Tests.</li> <li><input type="checkbox"/> Submit Scoring Protocols from the practice test administration for evaluation and approval by a <i>Qualified Mentor Trainer</i>. (Mentors-in-training submit scoring protocols to test vendor via EED)</li> <li><input type="checkbox"/> Receive a <i>Qualified Assessor</i> certificate from a <i>Qualified Trainer</i>.</li> <li><input type="checkbox"/> Your Mentor changes status to Qualified Assessor in online system.</li> </ul>
<b><i>Annual Requirements: Qualified Assessor</i></b>	<b>Annual requirements to remain a <i>Qualified Assessor</i></b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Hold a <i>Qualified Assessor</i> Certificate.</li> <li><input type="checkbox"/> Attend any district-required trainings.</li> <li><input type="checkbox"/> Re-register online annually. Review training modules and refresh proficiencies as required to maintain skills.</li> <li><input type="checkbox"/> Sign Test Security Agreements. File with District Test Coordinators.</li> </ul>
<b><i>Qualified Mentor-Trainer</i></b>	<b>Qualification Checklist for <i>Qualified Mentor Trainers</i></b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Hold a <i>Qualified Assessor</i> certificate.</li> <li><input type="checkbox"/> Attend Annual Mentor training.</li> <li><input type="checkbox"/> Sign Test Security Agreement. File with EED &amp; District Test Coordinators.</li> <li><input type="checkbox"/> Train a protégé to become a <i>Qualified Assessor</i> as follows: <ul style="list-style-type: none"> <li>(a) Provide orientation to alternate assessments, to the online training program, and give ongoing support</li> <li>(b) Evaluate the protégé's scoring protocols from their practice test administration. Have protégé correct errors.</li> <li>(c) Submit protégé's scoring protocols containing trainer's feedback for evaluation to the test vendor via EED.</li> </ul> </li> <li><input type="checkbox"/> When protégé's scoring protocols receive a Pass score, award <i>Qualified Assessor</i> certificate to protégé and change status to QA in online system.</li> <li><input type="checkbox"/> Receive <i>Qualified Mentor Trainer</i> certificate from EED.</li> </ul>
<b><i>Annual Requirements: Qualified Mentor-Trainers</i></b>	<b>Annual requirements to remain a <i>Qualified Mentor-Trainer</i></b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Attend Annual Mentor trainings.</li> <li><input type="checkbox"/> Review training modules and refresh proficiencies as required to maintain skills.</li> <li><input type="checkbox"/> Sign Test Security Agreement annually. File with EED and District Test Coordinators</li> </ul>

## ***Scoring Protocol Review Sheet***

**Mentor Name:** \_\_\_\_\_**Date:** \_\_\_\_\_**Protégé Name:** \_\_\_\_\_**District:** \_\_\_\_\_

This document is a guide to help Qualified Mentor-Trainers train district personnel to become Qualified Assessors and administer the alternate assessment. The requirements are listed below along with a checklist for completing a review of the Qualified Assessor's practice test. Additionally, this document and the scoring protocols are reviewed by EED and the test vendor in order to certify mentors-in-training.

**Mentors-in-training:** See the last page of this form for Qualified Assessor and Qualified Mentor-Trainer sequence.

### **Checklist for reviewing Practice Scoring Protocol:**

The scoring protocol is reviewed for accuracy in recording student performance and scoring. This is only for administration under standard conditions (if the student requires Extended Levels of Support (ELOS), separate test items are administered. The following checklists are provided for mentors to fill out as they review their protégé's practice test scoring protocols. The practice test is reviewed for accuracy in recording student responses and scoring. An extra column is added for any additional comments for each task. The protégé may receive one point for correctly addressing the student responses and one point for scoring. After the review has been completed, all scores are totaled and percentages are calculated. If the protégé receives 75% or higher in each subject area and the overall review, Qualified Assessor status is obtained.

A rating scale is provided for the Overall Review Across all Four Content Areas.

<b>Reading Tasks</b>	<b>Student Responses</b>	<b>Scoring/ Recording</b>	<b>Additional Comments</b>
1: Identify Pictures			
2: Identify Signs and Symbols			
3: Identify Letter Names			
4: Comprehend Oral Text			
5: Segment Phonemes			
6: Identify Letter Sounds			
7: Blend Sounds			
8: Identify Beginning Reading Words			
9: Identify Advanced Reading Words			
10: Read Sentences			
11: Read Passages			
12: Comprehend Printed Text			
<b>Total</b>	<b>/12</b>	<b>/12</b>	<b>/24 = ____%</b>

<b>Writing Tasks</b>	<b>Student Responses</b>	<b>Scoring Recording</b>	<b>Additional Comments</b>
1: Copy Letters			
2: Copy Words			
3: Copy Sentences			
4: Write Your Own Name			
5: Write Words from Dictation			
6: Write Sentences From Dictation			
7: Sentence Mechanics			
8: Write a Sentence			
9: Write a Story with Pictures			
10: Write a Story without Pictures			
<b>Total</b>	<b>/10</b>	<b>/10</b>	<b>/20 = ____%</b>

<b>Mathematics Tasks</b>	<b>Student Responses</b>	<b>Scoring Recording</b>	<b>Additional Comments</b>
1: Identify Numerals			
2: Copy Numbers			
3: Identify Shapes			
4: Write Numerals			
5: Discriminate Differences			
6: Measurement-Size			
7: Identify Money			
8: Time of Day			
9: Number Line			
10: Tell Time			
11: Order Numbers			
12: Ordinal Numbers			
13: Calendar			
14: Manip. w/Take Away			
15: Manip. w/Quantity			
16: Fractions			
17: Count money			
18: Place Value			
19: Count on Dictation			
20: Comp. Addition			
21: Comp. Subtraction			
22: Mixed/Story Problems			
<b>Total</b>	<b>/22</b>	<b>/22</b>	<b>/44 = _____ %</b>

<b>Science Tasks</b>	<b>Student Responses</b>	<b>Scoring Recording</b>	<b>Additional Comments</b>
1: Structure and Properties of Matter			
2: Chemical and Physical Changes			
3: Fundamental Forces and Motions			
4: Interaction of Energy and Matter			
5: Organism Characteristics and Needs			
6: Transmission of Traits			
7: Interdependence of Organisms in Environment			
8: Diversity of Species and Adaptation			
9: Structure of Earth and Material Use			
10: Change in Lithosphere, Hydrosphere, Atmosphere			
11: Earth, Sun, Moon			
<b>Total</b>	<b>/11</b>	<b>/11</b>	<b>/22 = ____%</b>

**Overall Review Across all Four Content Areas**

Use the following rating scale:

<b>1</b>	<b>Unacceptable</b>
<b>2</b>	<b>Needs Additional Work</b>
<b>3</b>	<b>Satisfactory</b>
<b>4</b>	<b>Exceptional</b>

No.	Review Area				
<b>1</b>	<b>Cover Page:</b> Names and identifying information recorded on cover page.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
	Comments:				
<b>2</b>	<b>Task Administration:</b> Each task is clearly marked so that both tasks administered and tasks not administered are easily identified on the scored protocol.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
	Comments:				
<b>3</b>	<b>Scoring:</b>				
	• Incorrect responses written to show student's response.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
	• Scored correctly.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
	• Arithmetic completed correctly, e.g. scoring was correct and the total score was added correctly.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
	Comments:				
<b>4</b>	<b>Clear Markings:</b> The scoring protocol is marked clearly so that it can be interpreted easily, e.g. by an instructional assistant entering the data online or by the next teacher reviewing the student's previous performance.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
	Comments:				
<b>5</b>	<b>Stop Testing:</b> If assessment was terminated early, evidence for this decision is provided on the scoring protocol (3 Error Rule).	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
	Comments:				
	<div style="text-align: right;"> <b>Total</b>      /28 = ____%         </div>				

## **Alaska Alternate Assessment Test Security**

- Test administrators must fulfill training requirements to become a Qualified Assessor and Qualified Mentor Trainer.
- Only Qualified Assessors may access the Secure Test.
- Only Qualified Assessors may administer assessment.
- The Alternate Assessment scoring protocols and student materials may be copied.
- Keep test secure when making copies and distributing.
- Administer the test during the test window.
- Retain a copy of original student protocols in student file for at least one year. If a student transfers to a different school, test information is to transfer with the student.
- The Secure Test becomes the Practice Test the following year.
- Qualified Mentor Trainers are to work with District Test Coordinators to identify all students eligible for AA.
- Ensure that all students eligible for the Alternate Assessment are assessed.
- Make sure enough Qualified Assessors for the number of students requiring Alternate Assessment are trained and certified to administer the assessment.
- Obtain Alaska State Student Identification numbers from the District Test Coordinator.
- Use Alaska State Student Identification numbers on scoring protocols and online data entry.
- District Student Identification numbers are optional at the state level, but may be entered for district use.
- Make sure to schedule time for testing all students in all content areas.
- Schedule enough time for accurate data entry of student demographic information and student scores.

## **Online Test Security**

**Level 1:** This was a demo site that is not being used for the 2007-2008 school year. This level of security allowed the user to access some of the training materials and established a record to test proficiency and become familiar with the web site. All records were wiped out daily. This level of security was for “demonstration” use only.

**Level 2:** Registered Users can access the training materials and proficiency examinations.

**Level 3:** After registered users have completed all proficiency examinations accurately, the Registered User becomes a Qualified Assessor (QAs), and also gains access to the secure test materials (including scoring protocols, student materials, and data entry and reporting). See section on the qualification process.

**Level 4:** Qualified Mentor-Trainers (QTs) can access the training materials, proficiency examinations, and all secure test materials. They also can grant access to individuals who become qualified assessors (QAs).

**Level 5:** Key personnel within the Alaska Early Education and Development (EED) Office and Dillard Research Associates (DRA) have access to all materials noted above, as well as the records of all test administrators and students.





2007-2008

**Alaska Comprehensive System of Student Assessment**  
**Alternate Assessment Test Security Agreement**  
**For Testing Personnel, Qualified Assessors, Qualified Mentor Trainers**

According to regulation 4 AAC 06.765 (f) “school and district personnel responsible for test administration shall annual execute an agreement, on a form provided by the department, affirming that they will follow the test procedures required under this section.”

Test security is essential to obtain reliable and valid scores for accountability purposes. Accordingly, the Department of Education & Early Development must take every step to assure the security and confidentiality of the state test materials. It is the responsibility of individuals who develop the tests, who administer the tests, and/or those who use the results to follow test security laws, regulations, and procedures.

Listed below are required procedures in administering assessments and handling test materials for school personnel responsible for test administration. Please read each statement carefully and **initial each line** to indicate that, as school testing personnel, you agree to follow these procedures. At the bottom of this checklist (reverse side), please sign your full name and indicate the name and address of your school district.

If you have any questions about test security or about any of the procedures listed below, please contact the appropriate district personnel (i.e., District Test Coordinator, Alternate Assessment Qualified Mentor Trainer, or the State of Alaska Assessment Administrator (907-465-8432)).

## Return this form to District Test Coordinator

### ALL TESTING PERSONNEL SECTION

To be completed by each person assisting with testing or administering Alternate Assessments.  
 All Test Personnel, Qualified Assessors, and Qualified Mentor Trainers must initial items in the first section.

Mark NA if not applicable to your duties.

- ☐ Before receiving any test materials, I will deliver this properly signed Test Security Agreement to the District Test Coordinator (DTC).
- ☐ I am employed by the school district.
- ☐ Follow state and district confidentiality policies regarding the Alternate Assessment.
- ☐ Ensure that no one violates the accuracy of the AA by manipulating the process, demographic data, or the student’s answers.
- ☐ I shall maintain the security and confidentiality of electronic test data files, individual student reports, and other testing reports designated as secure. [4 AAC 06.765 (g)]
- ☐ Inventory and track materials. (Mark NA if not applicable to your duties).
- ☐ Securely store Alternate Assessment materials before and during the test window. (Mark NA if not applicable to your duties).
- ☐ Retain scoring protocols in the student file for one year. (Mark NA if not applicable to your duties.)

## Alternate Assessment District Mentor Implementation Plan 2008

**Purpose of Mentor Implementation Plan:** The Implementation Plan is a requirement for Alternate Assessment Mentors because unlike the Standards Based Assessments, mentors will be training themselves and other district personnel to administer and score the Alternate Assessment as opposed to proctoring exams. In addition, mentors often function as the liaison between the district test coordinators and special education to ensure that all eligible students are identified and given the proper assessment.

**Instructions:** Implementation Plans are being sent in advance of Mentor Training this year. Please discuss with your supervisor, complete the plan, get signatures, keep a copy for yourself and either bring the completed Plan to mentor training, or fax to Aran Felix, 907-465-8437. We will try to allocate a short period of time at Mentor training to work in small groups, sharing information especially with new mentors, making any necessary changes. If your plan changes as a result of discussions at mentor training, **a final plan must be submitted by November 1, 2007.**

<b>Mentor Name</b>	<b>Email Contact</b>
<b>District Name</b>	<b>Phone Contact</b>
<b>Mentor Signature</b>	<b>Date</b>
<b>Supervisor Signature (If applicable)</b>	<b>Date</b>

### 1. Mentor Responsibilities

- Attend Mentor Training annually
- Become certified as a Qualified Assessor and a Qualified Trainer (see attached list of requirements)
- Annually refresh skills to maintain qualifications.
- Conduct training for district personnel using materials provided by EED and the test vendor, Dillard Research Associates (DRA)
- Become familiar with eligibility criteria and test security
- Become familiar with the Extended Grade Level Expectations
- Answer staff questions about the alternate assessment
- Provide assistance to District Test Coordinator in identifying students eligible for Alternate Assessment
- Act as primary district contact for Alternate Assessment Program Manager
- Provide feedback on Alternate Assessment as requested by EED and test vendor

Are there any obstacles to above obligations?	Possible resolutions:
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**District Information**

- So that we send enough Alternate Assessment handbooks to your District Test Coordinator, please tell us the number of special education teachers in your district who teach students with significant cognitive disabilities? \_\_\_\_\_
- Estimated number of students in district eligible for Alternate Assessment? \_\_\_\_\_
- Do you know who your district test coordinator (DTC) is?

DTC Name \_\_\_\_\_  
 Contact Info \_\_\_\_\_

- In order to ensure all students receive the proper assessments and that demographic information is entered correctly, please make sure that you have the following information:
  - ☐ Names of all students in district eligible to take the Alternate Assessment
  - ☐ Location (school names) of students taking the Alternate
  - ☐ Names of student's program coordinator
  - ☐ Alaska Student IDs (AKSID) and other student demographic information
  - ☐ A trained Qualified Assessor, or person being trained this year, identified to administer the Alternate Assessment to each student
- Other than the students, their teachers or case managers, district test coordinators, special education directors, are there other people who need to be involved? When EED sends out information or notices, other than the folks listed above, who needs to be kept informed?

Who needs to be involved, or informed?
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**3. Implementation Plan**

**Based on the information outlined above, using the attached Calendar and the following questions, plan your major mentoring activities for this year. What are your major priorities? What will you try to accomplish by the end of this school year? What will you do across next school year? Have you been in contact with your DTC this year? Have you received last year's Individual Student Reports, copies of the *Educator Guide to Interpreting Student Reports* (currently posted on the AA website under Teacher Resources:**

<http://www.eed.state.ak.us/tls/assessment/aa.html>

Mentor Plan for District Training 2007-2008

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#### 4. Evaluation Plan

If your mentoring activities have the impact we hope they will, what should happen? How will you know if you've been successful?

Sources of Information/Evaluation Strategies	Anticipated/Desired Outcomes

## 5. Recommendations to EED

<b>A) Future Mentor Training Dates</b>	
<b>Option 1</b> -Keep in the Fall (October or November)	
<b>Option 2</b> -Hold trainings in January	
<b>Option 3</b> -Hold 2 sets of regional trainings (one in Anchorage, one in Southeast)	
<b>Option 4</b> -Hold trainings at ASSEC (mid February) as a post session (EED will pay for airfare and you may arrive early to participate in the entire conference. EED will pay for 2 nights of lodging)	
➤ If training is at ASSEC, I would like to be able to refresh my online proficiency skills at a computer lab, OR	
➤ I prefer to refresh my online proficiency skills on my own.	
Comments	

<b>B) Future Test Window for Alternate</b>	
1) AA Test Window Dates – March 1- running for 6 weeks until mid-April	
2) AA Test Window Dates – March 1 running for 8 weeks until April 30.	
Comments	

<b>C) Frequently Asked Questions</b> – Some questions I would like to see answered are:

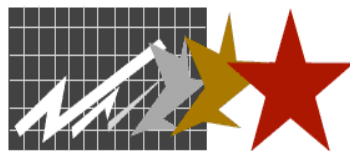
<b>D) Other Comments or Recommendations</b>

# **Alaska**

## **Alternate Assessment**

Training Report

2007-2008



**Dillard Research Associates**

### *Anchorage Training*

Training was held October 15-16, 2007 at the Millennium Hotel in Anchorage, Alaska. The presentations were given using Powerpoint® slides, which were also handed out to each participant (*See Appendix*). The first day consisted of orientation for new Qualified Mentor-trainers. This included an overview of the Alternate Assessment; what it is, and who takes it, student eligibility criteria, learning expectations, and decision making were all discussed thoroughly. Teachers were given specifics of eligibility criteria along with benefits of the Assessments. A brief overview of the 2008 assessments was given.

Requirements for gaining Qualified Assessor (QA) status were reviewed. This included completion of online training, proficiency evaluations, and administration of a practice test. The new Qualified Mentors-trainers were all required to complete the first steps of becoming a Qualified Assessor before moving on the Qualified Mentor-trainer (QT) status. The next steps in becoming a QT were discussed (*See Appendix A, Figures 1 and 2*). These included training of a protégé, review of the protégé's practice test, submittal of the reviewed practice tests, and approval by DRA. Completing all steps in first becoming a QA, and then becoming a QT were required for all new Qualified Mentor-trainers (*See Appendix A, Figures 3 and 4*).

Next, levels of online access were discussed (*See Appendix A, Figure 5*). Qualified Assessors have access to: training modules, proficiency evaluations, practice and secure tests, and scoring/reporting. Qualified Mentor-trainers have access all of the same functions, but also have an ADMIN function to change status of teachers in their district.

New QT's were given the ways in which training is provided; mentor orientations and online training. They were also given the requirements to remain a QA or QT from the previous year; holding a certificate, and completing the online refresher skills. A brief overview of the online system was given noting that it would be discussed in detail the following day.

Day two included all mentors, new and returning. Binders were handed out at the beginning of the day. Mentors filled in their own binders as the day progressed with several components; Training manuals for all 4 subjects, reading, writing, math, and science; A teacher overview manual; and logistical information from EED.

All participants were required to sign and return a test security agreement. They were given participation guidelines, and checklists for gaining QA and QT status. The annual refresher

requirements were discussed in detail. Protégé scoring protocol review was emphasized again for those new mentors as a crucial step in gaining QT status.

The results from the Standard Setting held in May of 2007 were reviewed. Cut scores had been set and all results were explained to the participants, these results were a strong influence in the development of the 2008 secure test. Example student reports were shown along with AYP handouts. The requirements set by NCLB, the PLEP/PLAAFP regulations, and the importance of the student's IEP were all discussed in relation to the alternate assessment.

Online training and proficiency were the main focus of Day three. All participants were shown how to register for a new account. How to navigate the system was an important part of the training. This included how to access downloadable materials for extra support, how to access the online training and proficiencies, and specific account information. The specific steps of the online training were discussed; training and proficiency for each subject area, reading, writing, math, and science.

A review of the Extended Grade Level Expectations (ExGLE's) and proficiency descriptors was given along with an explanation of how the 2008 test maps directly to the ExGLE's. It was emphasized that training is very important for the reliability and validity of administration of the alternate assessment.

New concepts to the 2008 secure test were explained in detail, along with the administration rules. The Expanded Levels of Support (ELOS) items were also a new component of the 2008 secure test and were addressed in detail. The ELOS items contained different administration rules, which were also addressed in detail. Reasons not tested for the 2008 test had also changed and were discussed, explaining that there were only a few valid reasons, and anything else would not be accepted. All scoring rubrics and tests were reviewed along with the data entry system and the new science assessment.

### *Regional Training*

After the Mentor training was completed, the mentors were dismissed to complete the online training and refresher skills on their own. The deadline for completing all requirements was January 31<sup>st</sup>, which was then extended to the first day of the testing window to ensure all teachers administering the alternate assessment for 2008 were proficient. The mentors aided teachers in their district gain proficiency and become QA's in accordance with the 2008



requirements. For the opening of the 2008 testing window, there were 41 Qualified Mentor-Trainers, 201 Qualified Assessors, and 31 Assessors-In-Training.

New Qualified Mentor-Trainers for the 2008-testing window were first required to administer and submit a practice test to DRA, then score a protégé's work and submit to DRA. For the 2008-testing window, DRA received packets from 11 Assessors-In-Training. Seven of these Assessors-In-Training went on to become qualified mentors, while four are deferring their Qualified Mentor-Trainer requirements until next year.

### *Online Training*

The web training, as required, was used by all assessors planning to administer the alternate assessment during the 2008 testing window. A system requirements link was located on the login page for assessors to ensure they had the correct operating systems to access all components of the online training (*See Appendix A, Figure 6*). This system requirements page was very important as many assessors were using different processing devices with different operating systems. The system requirements page also included links to download the appropriate software if necessary. All assessors were required to register for a new account for the 2008 training (*See Appendix A, Figure 7*). After registration and login, the online training contained tabs for the home page, training, materials, and account (*See Appendix A, Figure 8*). Once assessors had passed the necessary proficiency requirements, their account was updated to give them access to the data entry reporting. For those with Qualified Mentor-Trainer status, there was also an Admin tab.

The training tab consisted of training for each subject area (*See Appendix A, Figure 9*): reading, writing, math, and science. Each subject area contained four sections: 1) Overview, linking the practice test and the new 2008 secure test, 2) Administering, containing text explaining how to administer each task, along with administration examples and training videos, 3) Scoring, which contained text describing how to score each task, along with scored examples and videos, and 4) Test Yourself, this section contained proficiency student examples and proficiency trials where the assessor was able to test their ability to correctly score student's work (*See Appendix A, Figure 10*). As assessors completed all requirements, they would then e-mail Sevrina at the DRA helpdesk. DRA would do an internal check to be sure all requirements had been completed, then notify EED, who would then change the assessors status online. Once

the assessor had received Qualified Mentor-trainer status, they then were responsible for changing status of those in their district using the Admin tab. The training tab also contained an administration section, which was not required, but was provided for extra help in administration of the alternate assessment if desired.

The Materials tab on the website contained useful documents available for download. These documents included training manuals for all four subjects, reading, writing, math, and science, a comprehensive overview manual called the Teacher Participation Guide, Practice Tests for all subject areas, and available Jan. 28<sup>th</sup>, the 2008 Secure Tests for all subject areas. All documents were in pdf format to make them commonly accessible.

The Data Entry and Reporting tabs were to be used during the testing window to enter student scores and view student reports online. The Account tab contained all personal account information where the assessor could change their password and update any other account information necessary.

### *DRA Helpdesk*

The DRA Helpdesk opened November 1, 2007. The helpdesk e-mail and 800 number were easily accessible on the website in order to help troubleshoot any questions or problems quickly and efficiently. All helpdesk questions were recorded and a database of Frequently Asked Questions is currently on the Alaska EED website for all teachers to access (*See Appendix A, Figure 11*).

The helpdesk received about 10 e-mails and 5 phone calls per week. Questions ranged from password and registration help, to requirements of the 2008 training, to help with understanding of task scoring. A frequent helpdesk request (at least once a week) was teachers requesting their accounts be reset as they had used up all 10 proficiency trials without passing. Although it is explained in detail during the training and in the teacher manuals that after failure of 4 trials, teachers should contact their mentor or the helpdesk for additional scoring help, accounts were still locked due to maxed out trials. All helpdesk requests were answered efficiently, within 24 hours of the initial request, but usually within the same hour. Feedback has been given over the phone and through e-mails that the having the helpdesk available has been very useful and a pleasant experience for additional help.

# Appendix A

**Figure 1****Training Requirements****A Registered User is trained to become a Qualified Assessor (QA):**

- Receive training from a Qualified Mentor-Trainer
- Attain Proficiency in Reading/Writing/Math/Science Administration
- Give a Practice Test to become familiar with materials
- Administer the assessments (reading, writing, math, and science) to one or more student(s)
- Notify a Qualified Mentor-Trainer to review and award a certificate

**Ongoing requirements to administer assessments for Qualified Assessors:**

- Hold a Qualified Assessor Certificate
- Refresh proficiency annually to maintain access to online system
- Sign Test Security Agreements annually and give to District Test Coordinators (DTCs) to keep on file

**Qualified Assessors become Qualified Mentor-Trainers (QT):**

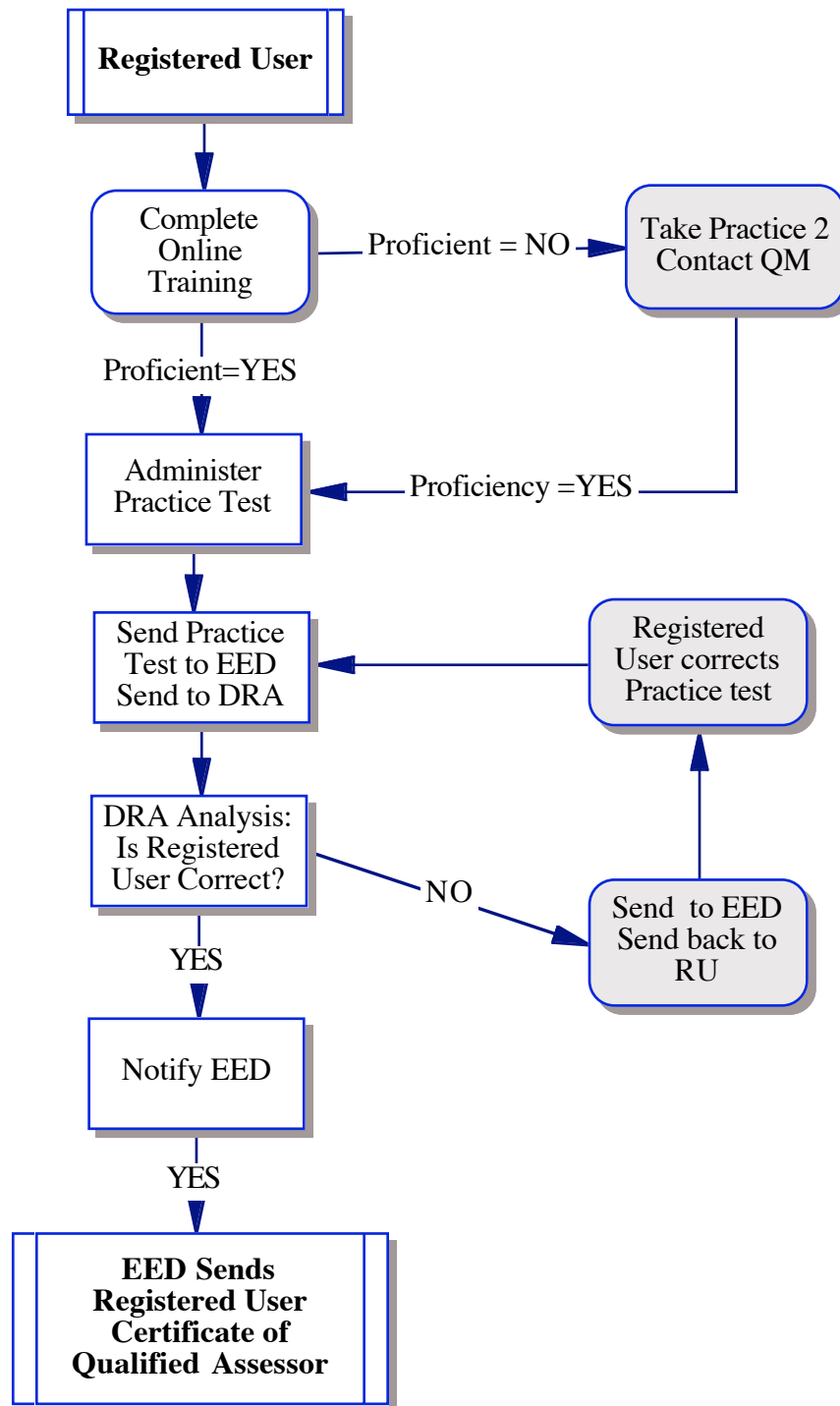
- Complete 1-2 days of training
- Receive materials to support training (PPT, handouts, examples of scoring protocols)
- Train a protégé to become a qualified assessor by:
  - Providing orientation to assessments and online training program and ongoing support
  - Reviewing and providing feedback to protégé's on practice test after they achieve proficiency on the online training
  - Awarding QA certificates after protégé's have produced corrected scoring protocols to the qualifying level
- Become certified as Qualified Mentor-Trainer after meeting qualifications and having their status upgraded by EED or DRA

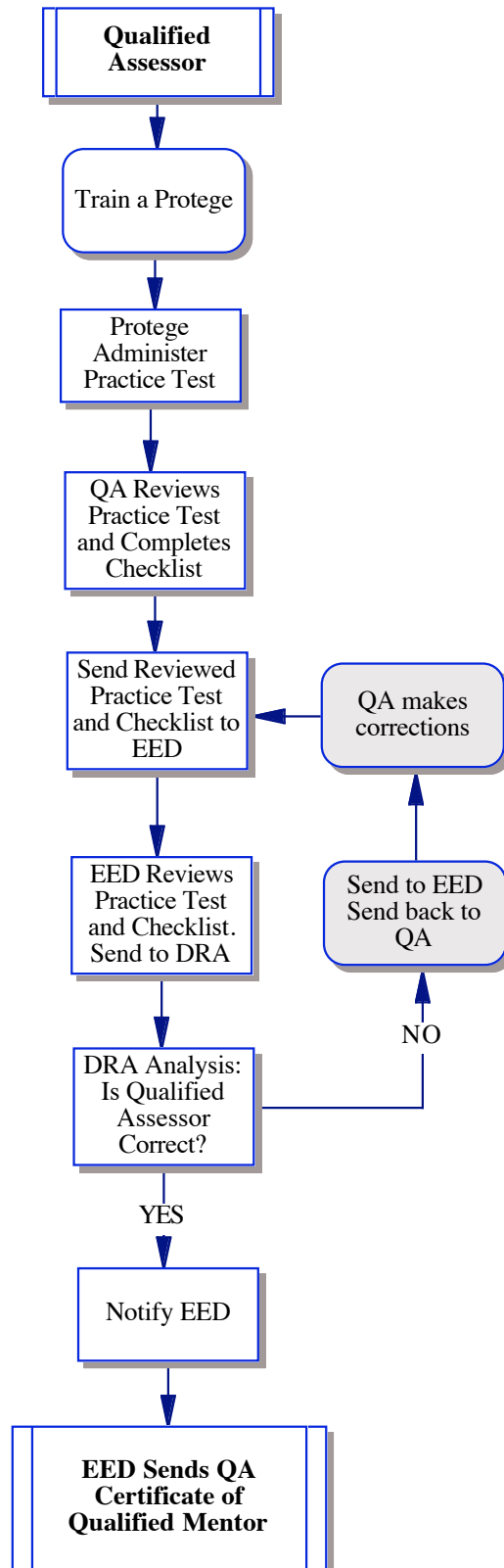
**Ongoing requirements to continue as a Qualified Trainer:**

- Hold a Qualified Mentor-Trainer Certificate, or attend new Qualified Mentor-Trainer training
- Attend any required refresher trainings
- Refresh proficiency annually to maintain access to online system
- Sign Test Security Agreements annually and give to EED with a copy on file with the District Test Coordinators (DTCs)

**Figure 2**

<b>Summary for 2007-2008 Mentor-Trainer Training Sequence</b>	
<b><i>Qualified Assessor</i></b>	<b>Certification Checklist for <i>Qualified Assessors</i></b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Complete <i>Qualified Assessor</i> training</li> <li><input type="checkbox"/> Sign a Qualified Assessor Test Security Agreement and send to District Test Coordinators (DTC)</li> <li><input type="checkbox"/> Become familiar with student materials and scoring protocols</li> <li><input type="checkbox"/> Attain proficiency in the Reading/Writing/Math/Science Administration online modules</li> <li><input type="checkbox"/> Administer Practice Tests (reading, writing, mathematics, and science) to a student</li> <li><input type="checkbox"/> Submit Practice Test Scoring Protocols for review and approval by a <i>Qualified Trainer</i></li> <li><input type="checkbox"/> Receive feedback and additional training if required</li> <li><input type="checkbox"/> Obtain a <i>Qualified Assessor</i> certificate</li> <li><input type="checkbox"/> Refresh proficiency annually to maintain access to online system</li> </ul>
<b><i>Yearly Requirements: Qualified Assessors</i></b>	<b>Ongoing requirements to remain a <i>Qualified Assessor</i></b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Hold a <i>Qualified Assessor</i> Certificate</li> <li><input type="checkbox"/> Refresh online proficiency to maintain access to online system</li> <li><input type="checkbox"/> Sign Test Security Agreements annually and file with DTC</li> </ul>
<b><i>Qualified Mentor-Trainer</i></b>	<b>Certification Checklist for <i>Qualified Mentor-Trainers</i></b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Hold a <i>Qualified Assessor</i> certificate</li> <li><input type="checkbox"/> Complete a <i>Qualified Mentor-Trainer</i> training</li> <li><input type="checkbox"/> Train a protégé to become a qualified assessor by: <ul style="list-style-type: none"> <li>(d) Providing orientation to assessments and to online training program, give ongoing support,</li> <li>(e) Reviewing and providing feedback to protégé's on practice test after they achieve proficiency on the online training,</li> <li>(f) Awarding QA certificates after protégé's have produced corrected scoring protocols to the qualifying level</li> </ul> </li> <li><input type="checkbox"/> Submit protégé's scoring protocols to DRA via EED for approval</li> <li><input type="checkbox"/> Become certified as <i>Qualified Mentor-Trainer</i></li> </ul>
<b><i>Yearly Requirements: Qualified Trainer</i></b>	<b>Ongoing requirements to remain a <i>Qualified Mentor-Trainer</i></b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Attend required refresher trainings</li> <li><input type="checkbox"/> Refresh proficiency annually to maintain access to online system</li> <li><input type="checkbox"/> Sign Test Security Agreements annually, file with EED and DTC</li> </ul>

*Figure 3***Registered User to Qualified Assessor**

**Figure 4****Qualified Assessor to Qualified Mentor-Trainer**

**Figure 5**

### **Qualified Assessors and Qualified Mentor-Trainer**

#### *Administering the Alternate Assessment and Definitions of Roles*

Only school personnel may administer the Alternate Assessment (4 AAC 06.765, c). All testing personnel must receive standardized training and become qualified as assessors in order to access the secure assessment, administer the assessment to students, and enter valid test scores. Mentors who are *Qualified Mentor-Trainers* will provide this training and certify testing personnel as *Qualified Assessors*.

District Alternate Assessment Qualified Mentor-Trainers are people appointed by the Special Education Director or Superintendent to be the primary point of contact for the Alternate Assessment Program Manager. Districts may choose to have more than one Qualified Mentor-Trainer depending on the number of district personnel who require training.

Qualified Assessors are teachers or paraprofessionals who have been trained by Qualified Mentor-Trainers. Anyone who administers the Reading/Writing/Math/Science Alternate Assessments **must** be a certified Qualified Assessor.

- Level 1: This is the demo site that is not being used for the 2007-2008 school year. This level of security previously allowed the user to access some of the training materials and establish a record to test proficiency and become familiar with the web site. All records were wiped out daily. This level of security was for “demonstration” use only.
- Level 2: Registered Users can access the training materials and proficiency examinations.
- Level 3: After registered users have completed all proficiency examinations accurately, the Registered User becomes a Qualified Assessor (QAs), and also gains access to the secure test materials (including scoring protocols, student materials, and data entry and reporting). See section on the qualification process.
- Level 4: Qualified Mentor-Trainers (QTs) can access the training materials, proficiency examinations, and all secure test materials. They also can grant access to individuals who become qualified assessors (QAs).
- Level 5: Key personnel within the Alaska Early Education and Development (EED) Office and Dillard Research Associates (DRA) have access to all materials noted above, as well as the records of all test administrators and students.



**Figure 6**

**Alternate Assessment : Alaska**

## Welcome Alaska Teachers!

Visitors may view a demo by entering the word demo into both the email and password boxes to the right (demo must be all lower case in the password box). Teachers who want to become Qualified Assessors must [register](#) as a new user.

**Registered User Login**

Email:

Password:

[Register](#) [Reset Password](#)

This web site supports the Alaska Alternate Assessment. The site provides access to assessment materials, online data entry, and immediate reporting for qualified assessors. In addition, the site provides training and proficiency evaluation. If this is your first visit to this site, please view the [System Requirements](#) and then click on the Register link to sign up to use the system. The State of Alaska EED maintains a [website](#) with important information regarding this assessment.

[About](#) - [Contact](#) - [Requirements](#) - [FAQ](#) - [Login](#) - [Register](#)

**Figure 7**

### User Registration

Thank you for confirming your email address. To complete the registration process, please fill out the form below, and then click Register at the bottom. All fields are required.

**Account Information**

Email: **geraldt@uoregon.edu**

Pick a Password:

Retype Password:

**Personal Information**

First Name:

Last Name:

Phone:

Street Address:

City:

State:

Zip:

**District and School Information**

Your District:

Your School:

(Selectable once you pick a District)

By selecting the agreement checkbox below as a user of the DRA Alternate Assessment Training and Scoring Online System (AA Online System) you agree to the following:

1) Use of the AA Online System is limited to authorized educators.

2) All materials on the AA Online System (text, videos, and files) are only to be distributed by the AA Online System. Users may not copy, email, or otherwise distribute any of the materials.

3) Users may be tracked at any time as requested by EED.

☐ I agree to the above



**Figure 11**

<b>FAQs-Updated for 2007-08</b>	
<b>Question</b>	<b>Answer</b>
How should the assessor or teacher giving the Alternate Assessment respond to the student when the student answers?	The assessor should encourage student responses with a neutrally reinforcing manner. The assessor should avoid reinforcing only correct answers during the assessment. In this way, assessment is different from classroom instruction.
Does testing need to be completed in one session?	Not necessarily. Test administration should be tailored to the needs of the student. Testing can be conducted over multiple brief sessions or scheduled at a time most conducive to a student responding.
How long does it take to administer the test to a student?	In 2008, test administration involves assessing four subjects: reading, writing, mathematics, and science. On the average, each subject will be completed within 15 to 30 minutes. Total time for testing may range between 1 to 2 hours. Administration time varies due to the amount of time an individual student requires to respond.
How long does it take for an assessor-in-training to become proficient at administration?	The time to reach proficiency varies from person to person. There are three components: online training modules, online proficiency evaluations, and practice test administration with a student. Typically, assessors will complete all of the online components in a total of 6-12 hours. A practice test involves preparing student materials and administering the four content areas to a student.
Are there guidelines for administering the practice test?	The purpose of the practice test is to become familiar with the materials, administering and scoring the tasks with a student present. It is recommended that a practice test be given to a student in a regular education classroom instead of to a student who is eligible to take the Alternate Assessment. The scoring protocols are then evaluated by a mentor for accuracy and completeness.
Can a paraprofessional administer the Alternate Assessment?	Yes. Only school personnel may administer the Alternate Assessment ( <b>4 AAC 06.765, c</b> ). All personnel must be trained and meet the proficiency requirements as Qualified Assessors before receiving access to the secure test and administering the assessment to a student. Qualified Mentor Trainers certify school personnel as Qualified Assessors.
Once a person achieves Qualified Assessor status, is any further training necessary?	To maintain the Qualified Assessor status, the annual requirements are: attend any required district trainings, sign a Test Security Agreement and file with the District Test Coordinator, re- register on the test website, and complete the required refreshing proficiencies to maintain skills.

Once a person achieves Qualified Mentor Trainer status, is any further training necessary?	To maintain the Qualified Mentor Trainers status, the annual requirements are: attend any training required by the Alternate Assessment Program Manager, sign a Test Security Agreement annually and file with both EED and the District Test Coordinator, re-register on the test website, and complete the required refreshing proficiencies to maintain skills.
What are the annual required refresher tasks?	Refer to the page 21 of the Teacher Participation Guide 2007-2008 in the Alternate Assessment Manual for a list of specific tasks required.
Does the Department of Education & Early Development (EED) pay for Alternate Assessment training?	EED pays for Alternate Assessment mentors to attend training, including travel costs, lodging, per diem, and any substitute teacher costs.
Can students use computers, assistive technology, spell check, etc. to respond under standard administration conditions?	Yes, however, some assistive technologies may represent modifications. The assessments are designed to measure a student's independent response. It is acceptable to provide supports that give the student the best opportunity to show what the student can do independently without modifying the test construct.
I'm having trouble printing the practice tests from the online system at <a href="http://ak.k12test.com">http://ak.k12test.com</a> . Every time I click on the materials to download them, Safari quits and I am unable to get them. What do you suggest?	First ensure that your system meets the requirements posted at: <a href="http://ak.k12test.com/info/requirements.php">http://ak.k12test.com/info/requirements.php</a> . If you are still unable to view or print the documents, you may have a pop-up blocker installed, and you will need to disable it. Documents can take up to several minutes to download depending on your network connection. If problems continue, contact the DRA Helpdesk: At 1-800-838-3163, or email <a href="mailto:sevrina@dillardresearchassociates.com">sevrina@dillardresearchassociates.com</a> .
I am having trouble getting the response options of the proficiency trails on the website to play.	The system requirements link on the main page ( <a href="http://ak.k12test.com">ak.k12test.com</a> ) contains links to the pdf viewer and Flash player download pages. Download the appropriate software to complete the online training. For large training groups, please be aware of the system requirements and contact the district IT person about the system requirements ahead of time.
How will we know if a student is proficient on a Reading, Writing, Mathematics, or Science Alternate Assessment?	The Alaska State Board of Education approved proficiency scores in July 2007. Proficiency levels for the Alternate Assessment are: Advanced, Proficient, Below Proficient, and Far Below Proficient. The cut scores can be viewed at <a href="http://www.eed.state.ak.us/tls/assessment/alternate_optional.html">http://www.eed.state.ak.us/tls/assessment/alternate_optional.html</a> select Alternate Assessment Proficiency Scores.
If a student took the Alternate Assessment last year as a 10th grader and that same student enrolled in grade 10 again this year, does s/he take the Alternate Assessment again?	Yes. Students in grades 3 through 10 must be assessed, whether they are retained or not. The Alternate Assessment is not administered to 11th or 12th graders as it is a non-diploma track assessment.
How are the Reading, Writing, Mathematics, and Science Alternate Assessments scored?	In this system the Qualified Assessors are the raters. A Qualified Assessor administers the Reading, Writing, Mathematics, and Science Alternate Assessments one-on-one to an individual student, and records the student's responses on forms called scoring protocols. After testing is completed the Qualified Assessor logs onto the online assessment system and enters the student responses into a secure data entry system. An unofficial student report is generated immediately.

In prior years, districts shipped portfolios to the test vendor. Will districts ship materials to the test vendor for students taking the Alternate Assessments?	Districts do not ship test information to the vendor. All test information is submitted via the online test system. The only materials that districts ship to the test vendor are the two sets of scoring protocols for a mentor-in-training. This process is explained in detail at mentor training. All other assessors in training work directly with their district's Alternate Assessment Qualified Mentor Trainer.
What happens at standard setting?	Standard Setting is a formal process for determining the range of scores that will represent the four proficiency levels: Advanced, Proficient, Below Proficient, and Far Below Proficient. This process occurred in May 2007. Science Standard Setting will occur in April 2008. The resulting "cut" scores will be submitted to the State Board for approval in July 2008. Reading, Writing, and Mathematics proficiency scores will be re-evaluated in April 2008 by a Standards Validation Committee.
How will scoring be reported for students taking the Reading, Writing, and Mathematics Alternate Assessments?	Unofficial Individual Student Reports are received immediately after entering student demographic and test score information. These reports show the percent correct for each task. The official student reports are being redesigned to show the points earned out of the possible points for each task and will be mailed by EED to districts in August 2008.
What happens if we do not enter student data before the deadline?	The online data entry system will be closed and will be taken offline at midnight at the end of the test window. Student data not entered in the system by that time will not be included in that year's statewide accountability system.
What are the regulations on allowing a parent of a student to sit in the room while the child takes the test?	Special circumstances, interruptions, or distractions that affect individual or group performance can lead to invalid test results. The presence of a parent in the room would be considered a distraction to all students, including the parent's child.
What do the Alternate Assessments measure?	The Alternate Assessment in grades 3-10 measure student achievement in relation to the performance standards/extended grade level expectations. All students in grades 3-10 will be assessed in reading, writing, and mathematics. Beginning in 2008, all students in grades 4, 8, and 10 will also be assessed in science.
Is AYP treated differently for a student on the Alternate Assessment?	The Alternate Assessment is taken by students who are on a non-diploma track and who have significant cognitive disabilities. The results of the Alternate Assessment are included in calculating AYP. However, there is a 1% cap on proficient scores that can be counted for AYP. While more than 1% of students can have proficient scores, a district may count only a maximum of 1% of these scores as proficient in the AYP calculations.
Can parents give the Alternate Assessment? If so, under what conditions?	Parents may not administer any of the state tests. Only school personnel may administer state tests ( <b>4 AAC 06.765, c</b> ). All personnel who will administer the Alternate Assessment must also be trained and meet the proficiency requirements as Qualified Assessors before receiving access to the secure test.
I am having trouble downloading and printing the practice test, a popup appears that says the file has been damaged and is unable to be downloaded. What do you suggest?	First check the system requirements. There is a link to "System Requirements" on the main login page. Make sure you have the correct plug-ins for the downloads. Let the DRA HelpDesk know if this solves the problem or they will continue troubleshooting the problem.

Who issues Qualified Assessor (QA) Certificates to protégés?	Qualified Mentor-Trainers are responsible for issuing Qualified Assessor certificates to their protégés after completion of all required tasks.
How do we update online status from Assessor-in-training to Qualified Assessor?	Qualified Mentor – Trainers are responsible for issuing Qualified Assessor certificates to their protégés after completion of all required tasks. Contact the AA Program Manager for an updated QA certificate.